



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

knowledge in this field, but it is at least possible to describe some of the outstanding facts and discuss some of the problems which these involve.

The chapter on physical development of the child seems to the writer important because of the intimate relationship between physical growth and mental capacity and the changes in capacity with different periods of development.

The intellectual development is treated in one chapter which comprises about one-thirteenth of the book. The author was himself associated with some of the investigations which by means of mental tests have thrown light on the child's intellectual development. There is opportunity to use this material to a much greater extent than has yet been done in describing the child's intellectual growth. It is a matter of regret that the author has not made fuller use of the results of tests.

A useful feature of the book is the glossary of the chief terms which may need definition. Criticism may be made of some of these definitions. The definition of "anthropology" as a science of man as a member of the social group would not include the study of physical growth, which is certainly an important topic in this science. "Delinquent" is confined to children in the definition, whereas it may be applied to adults as well. "Neurosis" and "psychosis" are defined as normal processes, while in recent usage they are commonly confined to pathological processes.

In general, the positions taken by the book are sound and there is no disposition to the adoption of extreme theories. Use is made of the material which has been gathered from the Clark School, but good judgment is displayed in using and judging the theories of this school, as, for example, the theory of recapitulation. Some material which has appeared since some of the earlier books were written has been utilized, and the book, therefore, is a contribution in bringing the subject down to date. It will be accepted as a modern and safe presentation of the main facts of the child's mental growth.

UNIVERSITY OF CHICAGO

FRANK N. FREEMAN

BLUNT, KATHARINE, and POWDERMAKER, FLORENCE. *Food and the War. A Textbook for College Classes*. Prepared under the direction of the Collegiate Section of the United States Food Administration with the co-operation of the Department of Agriculture and the Bureau of Education. Boston: Houghton Mifflin Co., 1918. Pp. 379. \$0.80.

This volume is made up of two parts, the first dealing with the general subject "Food and the War" written by Katharine Blunt, of the University of Chicago, with the assistance of Florence Powdermaker, of the Department

of Agriculture, and the second part containing a laboratory manual of food selection, preparation, and conservation prepared by Elizabeth C. Sprague, of the University of Kansas. The material consists of revisions of the outlines for the courses prepared for college classes and sent out week by week during the spring of 1918. The form in which this valuable material now appears should add much to its convenient and effective use. Teachers who have heretofore had access to the material only in outline form will be delighted to know that it can be secured in a form much more serviceable. Since the contents of the book are no doubt rather well known, it doesn't seem worth while to give more space to the book here.

BOBBITT, FRANKLIN. *The Curriculum*. Boston: Houghton Mifflin Co., 1918. Pp. viii+295

Professor Bobbitt's book is not simply another discussion in the field of education. It is in reality a *new* book in a much too little cultivated field, namely, that of curriculum-formation. It is written with a belief that to know what to do is as important as to know how to do it, and that in the social and educational reconstruction of the post-war years there will be much need of a well-defined theory of curriculum-formation.

The book is made up of six parts, titled as follows: "Ends and Processes"; "Training for Occupational Efficiency"; "Education for Citizenship"; "Education for Physical Efficiency"; "Education for Leisure Occupation"; and "Education for Social Intercommunication." Such topics as educational experience on the play-level and on the work-level, the place of ideas in work-experience, where education can be accomplished, and scientific method in curriculum-making are discussed in Part I. Purposes of vocational training, specialized technical training, specialized training for group-workers, and social aspects of occupational training are the topics treated in Part II. The value of the good citizen, the development of enlightened large-group consciousness, and moral and religious education are treated in the third part. Part IV contains a discussion of physical training from the standpoint of its social factors and the fundamental task involved in it. Parts V and VI contain chapters on the function of play in human life, reading as a leisure occupation, the mother-tongue, training in foreign languages, and some general conclusions.

The volume is designed for reading circles in the training of teachers in service; for the general reader who desires a speaking acquaintance with recent educational tendencies; and for teacher-training institutions as an introductory textbook in the theory of the curriculum. The vast quantity